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ABSTRACT

The skills, understandings, and attitudes necessary for an effective instructional supervisor were identified in the literature (using, for the most part, those materials written since 1975). Twenty-six elements were identified and clustered into six areas for a self-evaluation instrument that can give supervisors a means to describe and analyze their work in instructional supervision. The supervisor or principal selects, on a 5-point scale, responses to describe personal behavior on each of the 26 elements of instructional supervision. On the analysis sheet the instructional supervisor identifies weak areas and writes a plan with specific steps to take in order to improve those areas. The outline of elements of the supervisory process names each of the items on the self-evaluation form and lists suggested resources for that item. A supervisor evaluation form and suggestions for its use are included to obtain feedback from the supervisees. The self-evaluation instrument can be used as the basis for a program for training supervisors as well as a means of support and self-assessment during their first year in a supervisory position. It can also be used in the planning of staff development programs for principals and supervisors. A bibliography listing 105 resources is appended. (MLF)

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SELF-EVALUATION INSTRUMENT

FOR

INSTRUCTIONAL SUPERVISORS

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Description of the Self-Evaluation Instrument
for
Instructional Supervisors

Beth C. Canizaro, Ed.D.

The focus for the design of this instrument is instructional supervision and includes only those areas in which principals or supervisors work directly with teachers. The skills, understandings, and attitudes necessary for an effective instructional supervisor were identified in the literature using, for the most part, those materials written since 1975. Twenty-six elements were identified and clustered into six areas.

The Self-Evaluation Instrument can give supervisors a means to describe and analyze their work in the process of designing plans to improve their performance. The instrument is used independently and can be completed in approximately twenty to thirty minutes.

The supervisor or principal selects one of five responses to describe his or her behavior on each of the 26 elements of instructional supervision. On the Analysis Sheet the instructional supervisor identifies weak areas and writes a plan with specific steps he or she will take to improve those areas. The Steps to Analyze Your Supervision included in the instrument is a guide for the supervisor to use in completing the plan; a sample plan provides further help. Through the Bibliography of Resources for Supervisors, the principal or supervisor can readily identify and select appropriate resources to provide needed information.

Sueprvisors can make the instrument uniquely their own by adding personal notes, pertinent information, additional helpful resources, assessment of several Analysis Sheets over a period of several months, articles, and any other material they find beneficial.

A Supervisor Evaluation and suggestions for its use are included if the principal or supervisor wants feedback from his or her supervisees.

The Self-Evaluation Instrument can be used as a complement to a district's strong inservice program for supervisors or as a focus for developing more effective inservice in a district that has a weak program.

The Self-Evaluation Instrument can be used as the basis for a program for training supervisors as well as a means of support and self-assessment during their first year in a supervisory position. Also, it can be used in the planning of staff development programs for principals and sueprvisors. Groups of principals or colleagues could be formed for defintite periods of time around the specific elements included in the instrument. Principals would work in the group of their choice, select resources and discuss them, share problems and ideas, provide support for each other, add resources to the instrument that are available within their particular school system, and so on.

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INTRODUCTION

Although there are many tasks you perform in your job this instrument is concerned only with instructional supervision which is the work you do directly with teachers to improve instruction. This instrument focuses on the knowledge, attitudes, and skills necessary for effective instructional supervision as identified in the current literature.

Supervision is a complex process and frequently there is little opportunity for instructional supervisors to learn how to improve. Through this Self-Evaluation Instrument supervisors can take time to think about their performance and design ways to develop skills, acquire information and broaden understandings. First, by completing the Self-Evaluation Instrument the supervisor focuses on the behaviors, attitudes, and skills he or she needs to be effective. Second, the instructional supervisor develops a plan for improvement. The plan can be used as a means of documenting growth and measuring success because it identifies specific steps to be taken to improve.

The purpose of the self-evaluation is to aid you in your job as an instructional supervisor and assist you in your professional growth. It is not a rating instrument. Self-evaluation is a necessary part of being an effective instructional supervisor and a professional. Professionals as a part of the nature of their work routinely analyze their performance, assess its effectiveness, and grow and change to become even more effective. The value in this self-evaluation is the thought you give to your performance and specific new behaviors you select to practice and make a part of your repertoire.

References are given for each of the supervisory elements to assist the supervisor in finding information to learn about a particular element. By no means are they intended to be all inclusive; other sources you identify can be valuable and should be used. These suggested references will assist you in finding the resources you need and frequently include bibliographies and reference lists for further study. Any sources you identify that are beneficial can be added to this resource list for future reference.

DIRECTIONS

Read the entire packet before beginning so you will be thoroughly familiar with the material and can use it to your best advantage. Complete the Self-Evaluation Instrument on the next two pages to evaluate your performance as an instructional supervisor. If any item is unclear you will find an explanation in the Description of the Elements section under the number corresponding to the item on the Self-Evaluation Instrument. Read the description of any element you do not understand in the Description of the Elements of Instructional Supervision and Resources for Improving Performance section of this packet on pages 8 - 24.

The Self-Evaluation Instrument will be most effective if you neither underestimate nor overestimate your abilities. Describe your behavior as it is and not how you would like it to be. Your answers should reflect the way you feel, act, or think now and not how you would like to think, act, or feel in the future. This self-evaluation is not an indication of how you think you should think, act, or feel. The more accurate the self-evaluation, the more value it has for you.

After completing the Self-Evaluation Instrument on pages 3 and 4 use the Steps to Analyze Your Supervision on page 5 and the Analysis Sheet on page 6 to identify the elements on which you will focus.

SELF-EVALUATION INSTRUMENT

Use this form to evaluate your performance as an instructional supervisor. Indicate your response to each item by recording the appropriate letters on the line to the left of each item.

VW	I do this very well.
FW	I do this fairly well.
NI	This is not important to me.
B	I could do this better.
MB	I could do this much better.

____1. I collect a variety of data using different methods during classroom observations.

____2. I can analyze the data I collect during classroom observations.

____3. I am a skillful observer and know the behavior and events to note.

____4. I can identify behavior that discriminates against boys or girls, blacks, whites, or other racial and ethnic groups.

____5. I am prepared for conferences with teachers and I effectively use conferencing skills.

____6. The teachers and I can devise new strategies together and I can suggest resources to help them.

____7. I ask teachers and they give me feedback on my conferencing skills.

____8. My evaluation of teachers promotes their professional growth.

____9. The feedback I give teachers is meaningful and appropriate.

____10. I work with teachers to develop objectives for instruction.

____11. I analyze lesson plans for effective learning activities.

____12. I evaluate classroom instruction and work with teachers to effectively evaluate students.

____13. I communicate effectively with the teachers in our school.

____14. I use listening skills in my work with teachers.

____15. I can identify and understand non-verbal communication in the school setting.

____16. When conflicts arise the staff and I can facilitate their resolution.

____17. The leadership I provide is strong and effective.

____18. I respond to teachers in ways that are consistent with their individual needs and personalities.

____19. The staff and I have been able to make changes(improvements) in our school with a minimum of difficulty.

____20. When the teachers and I work together in a group our work is productive.

____21. I provide the setting for individuals' or teachers' needs to be integrated with those of the school.

____22. The goals the staff and I have developed for our school are clear to the staff, students and community.

____23. I develop an open climate by facilitating teachers' work, setting high expectations, being sensitive to feedback from the staff and treating teachers in a personal way.

____24. I contribute to the development of high staff morale and strongly motivated teachers.

____25. I provide the circumstances for teachers in our school to continually become more able to independently analyze their teaching and develop new teaching strategies.

____26. With the teachers I have developed an effective staff development program in our school.

STEPS TO ANALYZE YOUR SUPERVISION

1. On the Self-Evaluation Instrument place a check mark next to any item you marked B or MB; these are the areas in which you think you need improvement.

2. Write the number of each of the questions you have checked on the Analysis Sheet in the first column.

3. If there are any other items you would like to work on, write the numbers of these items in the first column on the Analysis Sheet.

4. The Outline of Elements of the Supervisory Process names each of the items on the Self-Evaluation form. Write the name of the supervisory element next to the corresponding number on the Analysis Sheet.

5. Read the description of each of the elements that you have written on your Analysis Sheet and the list of suggested resources for that element in the Description of the Elements of Instructional Supervision and Resources for Improving Performance section that begins on page 8.

6. Record the resources you will use on the Analysis Sheet. Specify what steps you intend to take to improve your supervisory performance.

ANALYSIS SHEET

Item Number	Supervisory Element	Plan for Improving Supervision
5	Conferencing skills	1. Read Chapter 14 in Cogan and ERIC Document 136 477 by Acevedo. 2. Outline the skills necessary for a successful conference. 3. Plan a conference with a teacher focusing on one or two specific skills. 4. After the conference list the skills you used well and those that need more practice. Do this after several conferences. 5. If necessary do more reading on the specific skills you are working to improve. 6. Design a checklist to be used to evaluate your conferences with teachers and document your growth.

OUTLINE OF THE ELEMENTS OF INSTRUCTIONAL SUPERVISION

OBSERVATION AND ANALYSIS OF TEACHING
1. Collection of data
2. Analysis of data
3. Observation of teaching
4. Sex and race bias

CONFERENCING WITH TEACHERS
5. Conferencing skills
6. Identifying strategies for the improvement of teaching
7. Teacher's evaluation of the conference
8. Process of evaluation
9. Feedback skills

CURRICULUM IMPLEMENTATION: INSTRUCTION
10. Instructional objectives
11. Instructional implementation
12. Instructional evaluation

COMMUNICATION
13. Definition and scope of communication
14. Listening skills
15. Non-verbal communication
16. Conflict resolution

LEADERSHIP
17. Leadership behavior
18. Supervisory orientation
19. Process of change
20. Effective group skills
21. The school as an organization
22. Setting goals
23. Climate of the school

HUMAN RESOURCES
24. Human potential
25. Teacher autonomy
26. Staff development

DESCRIPTION OF THE ELEMENTS OF INSTRUCTIONAL SUPERVISION

AND

RESOURCES FOR IMPROVING PERFORMANCE

OBSERVATION AND ANALYSIS OF TEACHING

1. Collection of data.

The classroom is a complex setting with many interactions going on at one time. It is essential to understand the variety of ways to collect data as well as the situations in which they are most effective. A picture of the classroom emerges from this collection of information. Accurate and sufficient data provide information for the dialogue between teacher and supervisor to improve teaching.

Borich, Gary D. and Madden, Susan K. Evaluating Classroom Instruction: A Sourcebook of Instruments. Reading, MA: Addison-Wesley, 1977, Section I C, pp. 149-176 and Section III C, pp. 437-485.

Cogan, Morris L. Clinical Supervision. Boston: Houghton Mifflin, 1973, Chapters 11 and 12.

Griffith, Frances. A Handbook for the Observation of Teaching and Learning. Midland, MI: Pendell Publishing, 1973, Chapter IV.

Grimmet, Peter P. "Supervision in the 80's: Guidelines for Observing Teaching." Education Canada 20(Fall 1980): 28-31.

Harris, Ben M. Supervisory Behavior in Education (2nd ed.). Englewood Cliffs, N.J.: Prentice-Hall, 1975, Chapter 7.

Jones, Keith and Sherman, Ann. "Two Approaches to Evaluation." Educational Leadership 37(April 1980): 553-557.

2. Analysis of data.

Data are used to analyze the events in the classroom; patterns in teaching can be identified and critical incidents indicated. The data from the classroom become meaningful through the analysis. The supervisor and

teacher describe those elements in the teaching behavior that are strengths and those that can be improved. Through the examination of the data the teacher and supervisor analyze teaching behavior, identify specific areas on which to focus, and devise ways to improve.

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Hunter, Madeline. "Teaching Is Decision Making." Educational Leadership 37(Oct. 1979): 62-67.

Peterson, Penelope L., and Walberg, Herbert J. Teachers' Decision Making. Berkley, CA: McCutchan Publishing, 1979, Chapter 7.

3. Observation of teaching.

The complex classroom setting has many behaviors, activities, and components to be observed. Persons can select vastly different details from the same setting. Skills in observation can be developed through understanding and practice. The instructional supervisor learns to separate the important from the non-important and to clearly identify the frame of reference one brings to the classroom observation. Knowing what is essential and paying careful attention to it will provide the instructional supervisor with valuable data for the conference with the teacher. Carefully selected data are important because they are the basis for decisions on the improvement of teaching.

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4. Sex and race bias.

An individual's perception(accurate or distorted) of a situation influences his or her behavior. Professionals must examine their attitudes toward others - males, females, blacks, whites, ethnic groups. Stereotypes that are common in our society can influence our thinking, our attitudes and our behavior without a conscious confirmation on our part. As professionals analysis of our perceptions is essential.

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Fauth, Gloria C. and Jacobs, Judith E. "Equity in Mathematics Education: The Educational Leader's Role." Educational Leadership 37(March 1980): 485-490.

Gough, Pauline. Sexism: New Issue in American Education. PDK Fastback #81. Bloomington, IN: Phi Delta Kappa Educational Foundation, 1976.

Hall, Roberta M. and Sandler, Bernice R. The Classroom Climate: A Chilly One for Women? Washington, D.C.: Project on the Status and Education of Women, Feb. 1982.(ERIC Document Reproduction Service No. 215 628).

Johnson, Carole Schulte and Greenbaum, Gloria R. "Are Boys Disabled Readers Due to Sex-Role Stereotyping?" Educational Leadership 37(March 1980): 492-496.

Morris, Jeanne B. "Indirect Influences on Children's Racial Attitudes." Educational Leadership 38(January 1981): 286-287.

Sadker, Myra Pollack and Sadker, David Miller. Sex Equity Handbook for Schools. New York: Longman, 19 West 44th Street, 1982, Chapters 4 and 5.

Slavin, Robert E. "Integrating the Desegregated Classroom: Actions Speak Louder than Words." Educational Leadership 36(Feb. 1979): 322-324.

CONFERENCING WITH TEACHERS

5. Conferencing skills.

Conferences with teachers are a vital part of the supervisory process. Consideration is given to what has occurred prior to the conference and what will occur after the conference in the teacher's development and in the supervisor-teacher relationship. Outcomes of the conference affect the teacher and supervisor and influence the entire school environment.

The skill level of the supervisor can make the difference between an effective conference and one that is not. Interaction between supervisor and teacher provides insight into the complexities of teaching and can lead to the improvement of the teacher's work in the classroom.

Acevedo, Mary A. et al. A Guide for Conducting an Effective Feedback Session. Austin, Texas: University of Texas, 1976. (ERIC Document Reproduction Service No. ED 136 477).

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Goldhammer, Robert. Clinical Supervision: Special Methods for the Supervision of Teachers. New York: Holt, Rinehart and Winston, 1969, Chapter 6.

Hunter, Madeline. "Six Types of Supervisory Conferences." Educational Leadership 37(February 1980): 408-412.

Kindsvatter, Richard and William W. Wilen. "A Systematic Approach to Improving Conference Skills." Educational Leadership 38(April 1981): 525-529.

Kyte, George C. "The Supervisor-Teacher Conference: A Case Study." Education 92(Nov. 1971): 17-25.

Shrigley, Robert L. and Walker, Ronald A. "Positive Verbal Response Patterns: A Model for Successful Supervisor-Teacher Conferences." School Science and Mathematics 81(7): 560-562.

Squires, David A., Huitt, William G. and Segars, John K. Effective Schools and Classrooms: A Research-Based Perspective. Alexandria, VA: ASCD, 1983, Chapter 5.

6. Identifying strategies for the improvement of teaching.

In the conference the supervisor and teacher together examine the current teaching behavior and explore possible alternatives and ways to improve. Just as we can sharpen our skills in playing tennis by analyzing our game, teaching can be improved by analyzing teaching behavior and devising new strategies to improve it. The instructional supervisor frequently suggests new strategies and resources which the teacher uses to further develop as a professional.

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7. Teacher's evaluation of the conference.

For the supervisor and teacher to grow and become more adept at conferencing it is necessary for both to review and assess the conference.

This serves a dual goal: to provide feedback for the supervisor and to give the teacher an opportunity to act as a colleague and discuss the work together with the supervisor. In the supervisory process both the teacher and the supervisor develop professionally. The teacher's evaluation of the conference is one of the ways to encourage growth of supervisor and supervisee.

Acevedo, Mary A. et al. A Guide for Conducting an Effective Feedback Session. Austin, Texas: University of Texas, 1976. (ERIC Document Reproduction Service No. ED 136 477).

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Shrigley, Robert L. and Walker, Ronald A. "Positive Verbal Response Patterns: A Model for Successful Supervisor-Teacher Conferences." School Science and Mathematics 81(7): 560-562.

Squires, David A., Huitt, William G. and Segars, John K. Effective Schools and Classrooms: A Research-Based Perspective. Alexandria, VA: ASCD, 1983, Chapter 5.

8. Process of evaluation.

Evaluation is not something one does to a teacher, but it is a means to improve teaching. Evaluation is a process. We plan; we do; we assess or evaluate and then begin again improving each time. Identifying existing strengths in the teacher is a crucial, but sometimes overlooked part of this process. Knowing one's strengths is important because these strengths can be further refined. The teacher spends time developing competencies rather than shoring up lesser skills. The goal is to continue to become better at what we are doing. Understanding evaluation in this way enables the supervisor to develop a positive approach and give teachers the opportunities to improve their work.

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Jones, Keith and Sherman, Ann. "Two Approaches to Evaluation." Educational Leadership 37(April 1980): 553-557.

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McGreal, Thomas L. Successful Teacher Evaluation. Alexandria, VA: ASCD, 1983, pp. 2-36.

Ness, Mildred. "The Administrator as Instructional Supervisor." Educational Leadership 37(February 1980): 404-406.

Sergiovanni, Thomas J. and Starratt, Robert J. Supervision: Human Perspectives(2nd ed.). New York: McGraw-Hill, 1979, Chapters 14 and 16.

9. Feedback skills.

Skills in providing feedback are necessary for the instructional supervisor. For effective change in behavior there must be continuous opportunities to observe results and to know the consequences of our decisions. Communicating with teachers about their teaching behavior is at the heart of the supervisory process. The negative aspects of feedback such as judgement, fear, threat and defensiveness are minimized and the goal of evaluation - assessment in order to improve - is emphasized.

Acevedo, Mary A. et al. A Guide for Conducting an Effective Feedback Session Austin, Texas: University of Texas, 1976. (ERIC Document Reproduction Service No. ED 136 477).

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Walther, Fay and Taylor, Susan. "An Active Feedback Program Can Spark Performance", Personnel Administrator, June 1983, 28(6) pp.147-149.

CURRICULUM IMPLEMENTATION: INSTRUCTION

10. Instructional objectives.

Objectives are necessary to give us direction in whatever we are doing. A clear idea of expected outcomes enables us to plan intelligently and effectively. Teachers use objectives as a road map for classroom instruction. Through a critical review of objectives and the forces influencing them the teacher knows more clearly why she or he is making certain decisions. This review prevents going in directions that do not lead to accomplishment of identified goals. Specific, well understood objectives commit one to some expected outcomes, to a certain course of action. Without objectives we cannot decide if we have actually succeeded in what we set out to do. Also, establishing goals is a necessary step because there is so much that students can learn - much more than there is time to teach- and we define our priorities through our goals.

Brandt, Ronald S. and Tyler, Ralph W. "Goals and Objectives." Fundamental Curriculum Decisions. 1983 Yearbook. Fenwick W. English, (ed.). Alexandria, VA: ASCD, 1983.

Cogan, Morris L. Clinical Supervision. Boston: Houghton Mifflin, 1973, Chapter 9.

Eisner, Elliot W. The Educational Imagination. New York: Macmillan, 1979, Chapter 6.

Oliva, Peter F. Supervision for Today's Schools. New York: Harper and Row, 1976, Chapter 3.

Saylor, J. Galen, Alexander, William M. and Lewis, Arthur J. Curriculum Planning for Better Teaching and Learning(4th ed.). New York: Holt Rinehart and Winston, 1981, Chapter 6.

Saylor, J. Galen and Alexander, William M. Planning Curriculum for Schools. New York: Holt, Rinehart and Winston, 1974, Chapter 4.

11. Instructional implementation.

Learning activities are designed to teach students in the classroom. It is necessary to analyze learning activities to find out what it is they actually teach, why they were selected, how they were designed and the effect they have on learners. Making conscious decisions throughout the process of developing activities for the students helps insure that the learning we want to take place does. Certain instructional and learning processes have

consistently helped students achieve at higher levels. Knowing these successful processes and the variables in classroom learning is essential for the instructional supervisor.

Cogan, Morris L. Clinical Supervision. Boston: Houghton Mifflin, 1973, Chapter X.

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Rosenshine, Barak. "Teaching Functions in Instructional Programs." Elementary School Journal 83(March 1983): 335-351.

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Sergiovanni, Thomas J. and Starratt, Robert J. Supervision: Human Perspectives(2nd ed.). New York: McGraw-Hill, 1979, Chapter 12.

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Zahorik, John A. "Teachers' Planning Models." Educational Leadership 33(November 1975): 134-139.

12. Instructional evaluation.

Evaluation is a far more complex process than simply assigning grades. Both strengths and "next steps" are described. Through the evaluation process we diagnose, that is, we assess strengths and weaknesses. With this information we improve our program, our lesson, our conference, our work. Tests are only one way to evaluate students. We can observe students completing specific work; discuss the process the student went through to

reach a certain point; read the student's daily log or journal. The instructional supervisor is familiar with a variety of methods of evaluation and uses the information to re-plan and re-design.

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Simon, Sidney B. and Bellanca, James A. Degrading the Grading Myths: A Primer of Alternatives to Grades and Marks. Alexandria, VA: ASCD, 1976.

COMMUNICATION

13. Definition and scope of communication.

When we think of communicating we immediately think of speaking. However, verbal communication is only one aspect of this multifaceted subject.

A communication system exists in any institution; it is the means to transmit ideas, values, feelings and information. Communicating between human beings is a complex process. Our own experiences, unconscious connections and perceptions influence what we say and what we hear others say. Our feelings also play an important role in communicating to others. What is communicated is not what is intended, but what is comprehended.

For the instructional supervisor it is necessary to understand both the communication system of the school organization and the skills necessary for effective communication between individuals.

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Lovell, John T. and Wiles, Kimball. Supervision for Better Schools. Englewood Cliffs, N.J.: Prentice-Hall, 1983, Chapter 5.

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14. Listening skills.

Good interpersonal relationships require that one be a good listener. Through skillful listenings the supervisor discovers the interests and needs of teachers. When a supervisor imposes his or her own agenda the teacher is not encouraged to share concerns, problems and successes. Active listening is an invaluable skill for a leader to understand and use. Knowing that teaching is a lonely job helps the supervisor meet the needs of teachers by listening. Effective listening on the part of the supervisor can promote the development of humane relationships and climate, as well as provide an opportunity for growth for teachers.

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15. Nonverbal communication.

Human beings do not communicate only through language. Facial expressions, gestures, actions, eye contact, stance and space send messages. "Actions speak louder than words" is an adage that confirms the importance of nonverbal communication. What is not said may be more meaningful than what is said. More than the spoken word is communicated when people talk to each other. Nonverbal interaction includes the visual dimension and the affective

portions of the aural dimension such as inflection. Instructional supervisors can record nonverbal behaviors in their observations to provide more information for teachers and can be aware of messages others send through nonverbal communication.

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16. Conflict resolution.

In settings where human beings are working together it is inevitable that conflicts will arise. A leader resolves them in a way that promotes growth rather than one that develops more deeply imbedded problems. Without conflict there would be no innovations or challenging of existing norms. "Problems are opportunities in work clothes" describes succinctly the positive nature of conflicts.

It is well to note that the goal of resolving conflicts is not necessarily agreement. An environment for personal and professional growth not only accepts but welcomes diversity of opinion and differing ideas. Acceptance does not mean the same as agreement. An accepting atmosphere reduces the feelings of threat and makes possible more open approaches to examining self and the world, but does not demand that everyone agree.

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LEADERSHIP

17. Leadership behavior.

The supervisor is the instructional leader who provides focus and direction. Leadership uses neither indoctrination nor coercion, but raises the levels of motivation reciprocally. Effective leadership is a powerful tool for developing an environment where students, teachers and supervisor grow and learn.

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18. Supervisory orientation.

It is important for supervisors to respond to individual differences among their teaching staff. All human beings have unique combinations of experiences, information and feelings and thus respond to individuals and situations in different ways. Supervisors who are sensitive to such differences utilize a variety of approaches with their supervisees.

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19. Process of change.

In the past change has largely been accomplished based on a seat-of-the-pants approach. Using the experience of practicing change agents the supervisor can plan change and ease a difficult process. The leader both maintains the organization the way it is and improves or changes it. Understanding the process of change, how it takes place and the attitudes, values and behaviors that act as barriers and facilitators enables the instructional supervisor to plan improvements in the school setting.

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20. Effective group skills.

Staff development, faculty meetings, and planning meetings are some of the groups in the school setting. Understanding how groups function enhances the effectiveness of the instructional supervisor. There are patterns to the behavior of groups and individuals within those groups. The dynamics of the interaction among group members must be clearly understood to plan and work productively in a group setting.

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21. The school as an organization.

Through organizational structures society orders human existence, manages and accommodates human needs, and transmits values of the past. When institutional goals and human beings' needs conflict problems arise. Furthermore, in the school organization one finds isolation, formalization, preoccupation with efficiency, and status differential that can frustrate educational change. However, working to affect change in the human aspects of the school's organization will increase the school's effectiveness.

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22. Setting goals.

Goal focus has been positively correlated with leadership effectiveness. A strong sense of direction for the organization, the leadership and the members is developed by all members of the organization knowing and understanding the goals and being committed to them.

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23. Climate of the school.

Personality is to the individual what climate is to an organization. It includes such items as staff morale, the use of power and authority, and the amount of trust placed in the staff. The climate of the school can affect in large measure its effectiveness and have a positive effect on pupil attitudes and learning.

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HUMAN RESOURCES

24. Human potential.

Encouraging the human spirit and providing a fertile ground for growth is one of the most important tasks of the instructional supervisor. In understanding human potential and planning ways to develop it the supervisor also models the behavior the teacher will use with the students in the classroom. Strongly motivated teachers and high staff morale do not happen by accident. Understanding of the concept of motivation and careful planning

on the part of the instructional supervisor are determining factors in the development of an inspired and challenged staff.

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25. Teacher autonomy.

Effective supervision provides opportunities for the teacher to develop those skills that enable him or her to analyze, self-evaluate and then to design new strategies and continue professional growth. Teachers learn to manage their intellectual growth. Developing autonomy in teachers increases competency in the classroom. Supervision and evaluation is not something one does to a teacher, but is a process to improve teaching. As teachers become fuller partners in the enterprise of supervision and evaluation teaching is improved.

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26. Staff development.

Staff development is a part of supervision growing out of the needs and discussions of the supervisor and the supervisee. Sergiovanni describes supervision as staff development. Effective programs are designed by teachers and supervisors together with clear goals in mind. Teachers play an important part in planning staff development to meet their needs and take a more active role by preparing and giving workshops and information sessions. Teachers sharing their first-hand information, experience and ideas with each other in both organized and informal sessions is an often overlooked, but tremendously effective resource for staff development.

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SUPERVISOR EVALUATION INSTRUMENT

Use this form to evaluate your principal in his or her role as instructional supervisor. Indicate your response to each item by recording the appropriate letters on the line to the left of each item. Describe your principal's behavior as it is and neither overestimate nor underestimate it.

VW	The principal does this very well.
FW	The principal does this fairly well.
NI	This is not important to the principal.
B	The principal could do this better.
MB	The principal could do this much better.

_____1. A variety of data is collected by the principal during classroom observations.

_____2. The principal analyzes the data collected during classroom observations.

_____3. The principal is a skillful observer and knows the behavior and events to note when observing in my classroom.

_____4. The principal identifies behavior that discriminates against boys or girls, blacks, whites, or other racial and ethnic groups.

_____5. The principal is well prepared for the conferences with teachers and effectively uses conferencing skills.

_____6. The principal and I devise new teaching strategies together and the principal suggests resources to help me.

_____7. The principal asks for feedback on the conferences we have.

_____8. The principal sees the purpose of evaluation as improvement of teaching and professional growth.

_____9. I receive meaningful and appropriate feedback about my teaching from my principal.

_____10. The principal helps me develop objectives for instruction when I need it.

_____11. The principal analyzes lesson plans for effective learning activities.

_____12. The principal effectively evaluates classroom instruction and helps me evaluate students.

_____13. The principal communicates effectively with the staff in our school.

_____14. The principal is a good listener.

_____15. The principal understands and identifies nonverbal communication.

_____16. The principal facilitates the resolution of conflicts that arise.

_____17. The principal is a strong and effective leader.

_____18. The principal responds to teachers in ways that are consistent with their individual needs and personalities.

_____19. Changes (improvements) in the school are facilitated by the principal.

_____20. The principal contributes to the staff working effectively together in a group.

_____21. The principal provides the setting for individuals' or teachers' needs to be integrated with those of the school.

_____22. The principal, working with the staff develops goals for our school that are clear to the staff, students, and community.

_____23. The principal develops an open climate by facilitating teachers' work, setting high expectations, being sensitive to feedback from the staff and treating teachers in a personal way.

_____24. The principal contributes to the development of high staff morale and strongly motivated teachers who are committed to our work at school.

_____25. The principal provides the circumstances for teachers in our school to continually become more able to independently analyze their teaching and develop new teaching strategies on their own.

_____26. The principal develops an effective staff development program with the teachers in our school.

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INTERPRETING THE DATA

While studying the summary of your supervisees' responses identify important trends. Look for responses that stand out from the others because a particularly high or low number of supervisees responded in the same way.

Find areas which need improvement by looking at the Much Better (MB) and Better (B) responses. The percentage of these may not be large, but they may still indicate a trend.

Look for similar responses to questions for all or most of the elements in a cluster. These can indicate areas of strength and weakness. For example, if all or most of the items in the "Conferencing with Teachers" Cluster have been rated Very Well (VW) or Fairly Well (FW) by your staff and the items in the "Curriculum Implementation: Instruction" Cluster have several Better (B) and Much Better (MB) responses take a closer look at both Clusters. Analyze what you are doing that makes you effective in conferences; analyze what you might need to do in the area of curriculum in the classroom.

Notice items that supervisees responded to with a Not Important (NI). These items describe a perception your staff has of your behavior and it might be different from what you perceive. It could indicate areas that need improvement.

Compare your self-evaluation responses with the responses of your supervisees. Determine items on which there is strong agreement and those on which there is disagreement. Any discrepancies might indicate an area to be improved.

Discuss the results with your staff for more information on your strengths and areas needing improvement.

Remember that you are looking for <u>trends</u> in the responses and not necessarily percentages or numbers of responses.

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